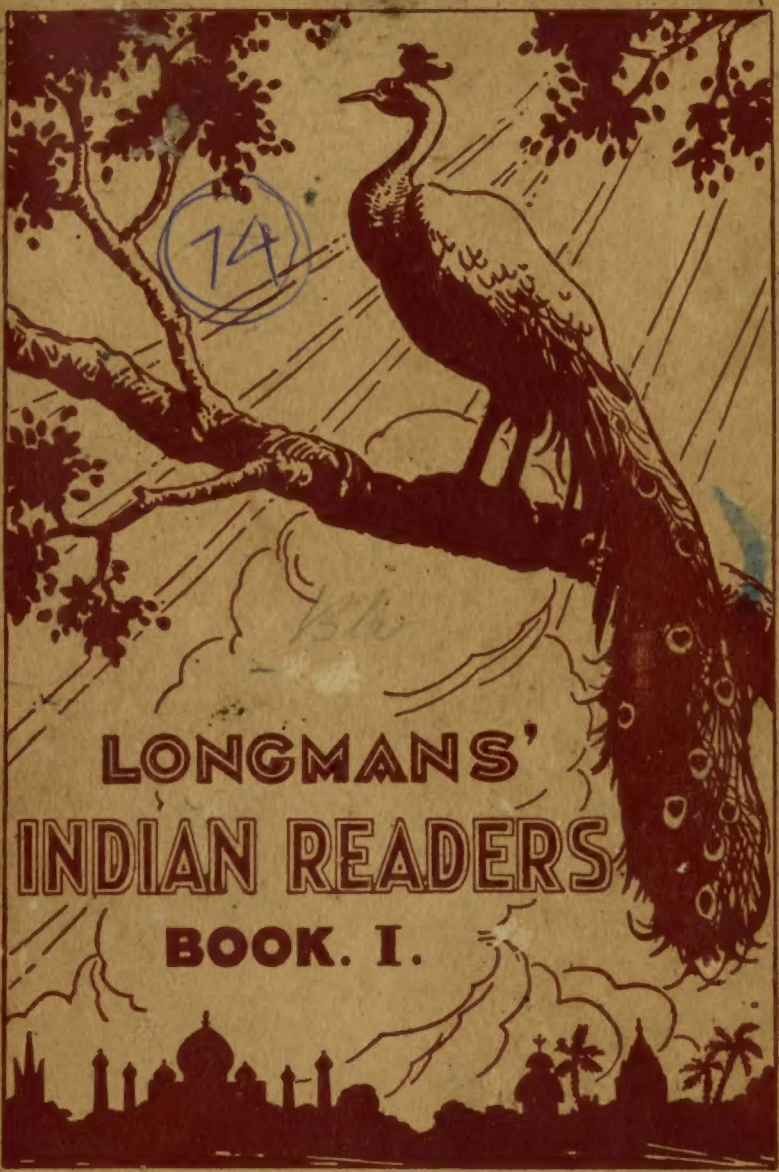


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**LONGMANS'**  
**INDIAN READERS**  
**BOOK. I.**





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BOOK I

BY

J. A. YATES, M.A., I.E.S. (RETD.)



LONGMANS, GREEN & CO. LTD.

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Messrs. LONGMANS, GREEN & Co., Ltd



AN APPLE.



APPLE PIE.

LESSON I  
THE ALPHABET

A Was an apple pie;

B Bit it;

C Cut it;

D Dealt it;

E Ate it;

F Fought for it;

G Got it.

H Had it;

I Inked it;

J Joined it;

K Kept it;

L Longed for it;

M Mourned for it;

N Nodded at it;

O Opened it;

P Peeped at it;

Q Quartered it;

R Ran for it;

S Stole it;

T Took it;

U Used it;

V Viewed it;

W Wanted it;

X Y Z and ampersand

All wished for a piece in hand.

### *Notes and Exercises*

1. Pronunciation:—Dealt = Delt; Ate = Et.

2. Learn these past tenses.

3. Make two lists of these verbs thus:—

<i>Present Tense</i>	<i>Past Tense</i>
<i>3rd person singular</i>	<i>3rd person singular</i>
Bites,	Bit
etc.	etc.

4. Repeat and write out the rhyme in the third person singular, present tense, thus:—A is an apple pie.

B bites it.

5. Meanings:—deal (dealt) = give (gave) pieces to others (A, B, C, D...); join (joined) = put the pieces together again; quarter (quartered) = cut into four pieces; mourn (mourned) = weep (wept, shed tears for it); ampersand = &; wished for a piece in hand = wanted to have a piece.



## LESSON II



A man had an apple tree, but it bore no fruit. 'This tree gives me no apples,' he said; 'It's of no use to me.' So he got his axe and went into his garden to cut it down.

It was a big tree, and in it lived many birds. They made their nest in it, and brought up their little ones, and chirped and sang all day long. The man came with his axe, and began to cut the trunk. The tree shook, and the birds were afraid. 'What are you doing?' they asked him. He answered, 'I am cutting down this useless tree.'

'Don't do that! Don't do that! This tree is our home,' they said. 'But I don't want birds, I want apples.'

'The tree doesn't give any apples, we know,' they answered; 'but we give you sweet songs.'

The man grew angry. 'Nonsense!' he said, 'I don't want your songs; I want apples.'

So he lifted his axe and began again to cut the tree. But he soon stopped, for the tree was hollow, and it was full of bees. The bees kept their honey there. The man was delighted and threw down his axe. 'I'll keep the tree after all,' he said, 'and you can sing your songs.'

### *Notes and Exercises*

1. Pronunciation:—said = sed.
2. Make two lists of the new verbs, thus:—

<i>Present Tense</i>	<i>Past Tense</i>
<i>3rd person singular</i>	<i>3rd person singular</i>
bears	bore
goes	went

3. (1) it's = it is.  
 (2) don't = do not (imperative).  
 (3) don't = do not (indicative).  
 (4) doesn't = does not (indicative).
4. Delighted = very glad.
5. I'll keep you = I shall (I will) keep you. This is the future tense, 1st person.
6. (a) What tree bears coconuts? What tree bears mangoes? What tree bears plantains? What do bees make?

(b) Use in other sentences of your own:—

‘full of . . . . .’,

‘grew’ (e.g., grew afraid, grew sad).

7. Tell the story again about a mango tree.

8. Try to use these phrases in sentences of your own:—of use to (of no use); all day long (all night long); after all.

### LESSON III

#### IN THE BAZAAR

(*A. goes to the bazaar to buy some books*).

*A.*—Good morning.

*Shopman.*—Good morning, sir. What can I do for you?

*A.*—Have you any exercise books?

*Shopman.*—Oh yes, plenty. What sort of exercise book do you want? A big one? A small one? A thick one? A thin one? I have some with stiff covers, and some with paper covers.

*A.*—I want a thick one with a stiff cover, and three thin ones with paper covers.

*Shopman.*—Will this thick one do? It has a strong binding.

*A.*—Yes, I think that will do nicely. How much is it?

*Shopman.*—Six annas.

*A.*—Very well, I'll take it. And those thin ones, how much are they?

*Shopman.*—Two annas each. The paper is good. But these are only an anna each. They are thinner, and the paper is not so good.

A.—I'll take three at two annas each please. How much is that altogether?

*Shopman.*—Six annas and six annas. Twelve annas please.

A.—Can you give me change for a five rupee note?

*Shopman.*—Certainly; here it is: four rupees four annas.

A.—Thanks. Good morning.

*Shopman.*—Good morning, Sir.

### *Exercises*

1. You want a dozen mangoes, and two dozen oranges. You go to the fruit bazaar to buy them. Make up a conversation like this with the fruit-seller. 'What are mangoes a dozen? What are oranges a dozen?'

2. Then go to the vegetable-seller's (stall), and the rice merchant's (shop), and the ghee-seller's (shop).



## LESSON IV

You learnt in the Primer the numbers one (1) to ten (10). Repeat them now, and then go on.

Eleven	11
Twelve	12
Thirteen	13
Fourteen	14
Fifteen	15
Sixteen	16
Seventeen	17
Eighteen	18
Nineteen	19
Twenty	20
Twenty-one	21
Twenty-two	22
Twenty-three	23
Twenty-four	24
Twenty-five	25
Twenty-six	26
Twenty-seven	27
Twenty-eight	28
Twenty-nine	29
Thirty	30
Thirty-one	31 etc.
Forty	40
Forty-one	41 etc.
Fifty (fifty-one, etc.)	50 (51, etc.)

Sixty (sixty-one, etc.)	60 (61, etc.)
Seventy (seventy-one, etc.)	70 (71, etc.)
Eighty (eighty-one, etc.)	80 (81, etc.)
Ninety (ninety-one, etc.)	90 (91, etc.)
One hundred (a hundred.)	100.

These are *Cardinal Numbers* and are *Adjectives*. They come before *Nouns*.

Thus: 'I have twenty-five rupees.' 'I want a (one) hundred rupees.' 'There are twelve pies in an anna, sixteen annas in a rupee.'

For *twelve* we often use 'a dozen', for *twenty-four* 'two dozen', and so on. Thus:—'I have two dozen oranges', 'In my garden there are three dozen orange trees'.

### *Notes and Exercises*

1. "You have learnt." This is the second person of the Perfect Tense "I have learnt," "he, (she) has learnt," "we have learnt," "they have learnt."

2. Write in words these numbers:—45, 56, 63, 72, 87, 99. Use each one in a sentence.

3. We say 'two dozen (not 'dozens') mangoes,' etc. Write down in numbers:—'five dozen plantains,' 'six dozen books,' 'seven dozen cows,' 'four and a half ( $4\frac{1}{2}$ ) dozen pomegranates,' 'five and a half ( $5\frac{1}{2}$ ) dozen coconuts.'

## LESSON V

## MYSELF

## I

1. I am a boy (a girl). My name is———. I am —— years old. I live at ——, in the —— Taluk of the —— District.

2. I have a father and a mother. My father's name is ——, and my mother's ——-. I have (two, three, etc., no) brothers and (two, three, etc., no) sisters. I need not tell you their names. There are (three, four, five, six) of us children.

3. I am —— feet —— inches tall, and —— inches broad across the shoulders. I am only a small boy (girl), but I am growing. This year I shall add two inches to my height, I hope.

4. I have two hands and two feet. On each hand I have a thumb and four fingers. On each foot I have a big toe and four other toes. This is my left hand and this my right hand. This is my left foot and this my right foot.

5. Most people use their right hands more than their left. They write and they draw with their right hands. I do. I cannot write with my left hand. Father says, "You must learn to write with it." I use my right hand to eat rice. So does everybody else. A girl sews with her right hand. She holds the cloth in her

left hand and puts the needle and thread through it with her right. We read and write English, Bengali, Marathi, Hindi, Telugu, Tamil, Kanarese and Malayalam from left to right, and we read and write Hindustani from right to left.

### *Exercises*

Answer these questions:—

Where do you live? What is your father's name? How many brothers have you? How many sisters? How old are you? How tall are you? With which hand does everybody eat rice? With which hand do most people, (with which hand does nearly everybody) write? What language do you speak? How do you write it? From left to right? from right to left? Can you add sums?

## LESSON VI

A small yellow bird once built a nest in a tree in the jungle and brought up her little ones there.

One day a wild elephant came along that way and leant against the trunk of the tree and rubbed himself against it, and scratched his sides on it. The tree shook, and the little ones were very frightened.

The mother bird flew out and said to the elephant:—‘My lord, there are many other trees in this jungle. Please choose one of them, and



leave our tree alone. You needn't rub yourself against this one, I am sure. You are shaking my nest and frightening my little ones.'

The elephant laughed, and next day came back and rubbed himself against the tree once more.



The mother bird was very angry. She flew out and said, 'I asked you, my lord, not to do that. Don't do it again or I shall punish you.'

That made the elephant laugh still more. 'What?' said he, 'you'll punish me, will you? That really is funny: A little bird will punish an elephant! I can blow you across the jungle with one puff of my trunk.'

He went off shaking his sides with laughter. Next day he came again and began to rub himself against the tree as before. But this time the bird flew out straight into his ear, and there she beat her wings and scratched him with



her little claws. He tossed his head and flapped his ears, and danced about, and tried to reach her with his trunk. But he could not drive her out of his ear, and still she flapped her wings and scratched him with her claws.

He wept and begged her to come out. 'No,' she said, 'I must punish you.'

The elephant rushed about the forest; he was almost mad. He danced and trumpeted, but he could not frighten the little bird. At last he said: 'Oh! little bird, do come out, I beg you. I'll never rub myself against your tree again.'

'Will you promise me that?', she asked.

'Yes, I promise; I'll never do it again.'

'Very well, I'll come out now. But remember your promise; don't come to my tree again, or I shall punish you worse.'

Then out she flew, back to her nest and her little ones. And the elephant kept his promise. He never chose her tree again.

### *Notes and Exercises*

1. Make two lists of the new verbs, thus:—

<i>Present Tense</i>	<i>Past Tense</i>
<i>3rd person singular</i>	<i>3rd person singular</i>
builds	built
leans	leant
flies (out)	flew (out)
chooses, etc.	chose, etc.

2. Pronunciation:—

leant = lent; choose = chuz; chose = choz.

3. Pick out the future tenses. The form 'I'll' is used in talking, in speech. Learn the question (interrogative) form:—'Will you...?'

4. Look at the pictures. What is the elephant doing in the first? What is he doing in the second? Where is

the bird in the first? What is she doing? Where is her nest? Where is she in the second? What is she doing? What is the elephant doing?

## LESSON VII

### TELLING THE TIME

#### I

Can you tell the time? Can you tell me the time in English? Have you a clock at home? Have you a watch?

Look at these pictures. There are seven. Each is a picture of a clock or of a watch. There are twelve numbers on each. They are Roman numbers:—Write them down thus:—

I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII. Put the Arabic numbers under them, thus:—

1, 2, 3, 4, 5, 6, 7; 8, 9, 10, 11, 12.

Some clocks have Arabic numbers instead of Roman numbers.

There are twenty-four hours in the day. There are sixty minutes in the hour. Round the dial there are sixty little lines; they tell the minutes. The numbers tell the hours.

The clock has two hands; one is long and the other short. The long hand marks the





Please tell me the time.  
It is twelve o'clock.



What time is  
it now?  
It is five min-  
utes past  
twelve.



How many min-  
utes to one, is  
it now?  
It is five min-  
utes to one.



It is now ten  
minutes past  
twelve.



It is now ten  
minutes to  
one.



A quarter to one.  
Fifteen minutes  
to one.



Half past  
twelve.  
Thirty min-  
utes past  
twelve.

minutes; it goes round once in an hour. The short hand marks the hours. It moves slowly and goes from one number to the next in an hour. It goes round once in twelve hours. It goes round twice in twenty-four hours; it goes round twice in the day. The long hand goes round twelve times in half a day, in twelve hours; it goes round twenty-four times in a day, in twenty-four hours.

Now look at the pictures; look at the first.

There are fifteen minutes in a quarter of an hour. There are thirty minutes in half an hour. How many minutes are there in three-quarters of an hour?

## LESSON VIII

### MYSELF

#### II

My parents send me to school to learn many things. I am learning to speak and read and write my mother-tongue (my vernacular) and English. I do some of each every day. I am also learning Arithmetic, and History and Geography and Drawing. I am also learning a little Science; they call it Nature Study.

After school in the afternoon I play games on the playground. There other boys and I play football or cricket or hockey. I like hockey best; I am very fond of it. Every year we have school sports; we run and jump in the sports. Last year I won the hundred yards race for boys under twelve years of age. This year I shall not run in it; I shall be too old. I was



also second in the high jump; I jumped three feet six inches. The first boy jumped three feet seven inches.

I have two eyes, and they are very good eyes. Once a term the doctor comes to examine us. He has found nothing wrong with my eyes. I am very thankful. Some boys and girls have

not good sight; they must wear glasses. They are short-sighted; they cannot see to read well without glasses. Even at games they want glasses. One or two boys are a little deaf; they cannot hear well; the teacher makes them sit in the front of the class, near to him. My hearing is very good.

### *Notes and Exercises*

1. Answer these questions in sentences:—What is your mother-tongue? What language do you speak at home? What games do you play? What game do you like best? Have you ever won a race in your school sports? What race was that? Do you wear glasses? Have you good sight? Can you hear well? Can you read well without glasses? Is your playground near the school? Is it a big playground?

2. (1) best: *adverb*; well, better, best. I like A. well enough. I like B. better (than A.). I like C. best.

(2) best; *adjective*; good, better, best. This is a good pen: that one is better: that one is the best.

Make sentences using these six words.

3. Is yours the best school of all? Is there a better school?

4. What do you see in the picture? How many boys are there? What are they doing? What is on the wall? (A map of India).



## LESSON IX

*(It is ten o'clock. The bell has just rung, and the boys are sitting at their desks in the class room. The teacher comes in. The boys stand up.)*

*Boys:* Good morning, Sir.

*Teacher:* Good morning, boys. Who's monitor this week?

*A:* I am, Sir.

*Teacher:* Well, A., read the roll.

*(A. reads it. All the boys answer 'present', but two are absent.)*

*Teacher:* Does anyone know anything about Ramaswami and Muhammad? Are they ill?

*Boys:* No, sir; No, sir. We don't know.

*Teacher:* We can't wait for them: we must get on with our work. We have a new lesson today. I told you to read it at night. Did you all do so?

*Boys:* Yes, sir.

*Teacher:* B., you start. Read the first paragraph.

*(B. begins to read. He has read two or three sentences, and the teacher has corrected his mistakes. The two absent boys come in. The teacher stops B.)*

*Teacher*: Hullo, you boys, you're late. Why's that? Ramaswami, why are you late?

*Ramaswami*: I'm very sorry, sir; but breakfast was late. My mother isn't well this morning. I didn't get breakfast till after half past nine.

*Teacher*: Very well; sit down. What about you, Muhammad? Why are you late?

*Muhammad*: Father went away on business yesterday, and asked me to look after the shop this morning. He has only just come back.

*Teacher*: Another time you must bring me a note. That's the rule of the school. Now we'll go on with the lesson. Go on reading, B.

#### *Notes and Exercises*

1. 'Don't, didn't, you're', etc. These are abbreviations; they are used in speech, in talking. What are they in full? What do they stand for? ' is the apostrophe. It takes the place of a letter in 'don't'. What letter?

2. Learn these: 'Isn't well: is ill, is unwell. Early; late; look after; take care of; do the work of; sell,' etc. Make sentences of your own using these words.

'Go on reading; You began reading; you stopped; now go on; begin again and go on.' Use 'go on' with 'writing', 'standing', 'sitting'.

3. Learn this rhyme.

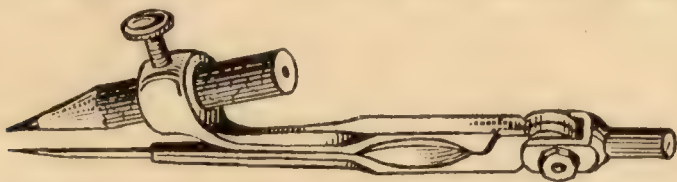
A diller, a dollar,  
A ten o'clock scholar,  
What makes you come so soon?  
You used to come at ten o'clock,  
And now you come at noon.

## LESSON X

## TELLING THE TIME

## II

Have you a pair of compasses? Get a square piece of cardboard, and a square piece of paper. Stick the square paper to the square cardboard. Now look at the pictures in Lesson 7. How many circles are there on the Clock face, on the dial? Three, aren't there? Draw



with your compasses an outer circle; then draw two inner circles. Mark the centre.

Draw two lines through the centre at right angles to each other, to the circumference of the second circle. Mark XII, III, VI, IX. Then mark the minutes from XII to III, from III to VI, from VI to IX, from IX to XII. How many must you mark? Put in I at the fifth mark; II at the tenth mark; IIII at the twentieth mark; V at the twenty-fifth mark; VII at the thirty-fifth mark; VIII at the



fortieth mark; X at the fiftieth mark; XI at the fifty-fifth mark.

Now put a pin or a small nail through the centre. Make two hands of cardboard or of wood. Make one long and the other short, and put them on the pin.

Read these times:—10-45 (a quarter to eleven, fifteen minutes to eleven); 8-25 (twenty-five minutes past eight, or twenty-five past eight); 7-35 (twenty-five minutes to eight, or twenty-five to eight); 11-16; 6-27; 3-47; 2-11; 4-41; 5-14; 1-2; 12-18; 9-57. Move the hands of your clock face and show these times on it.

The small hand goes round twice in the day. It is twelve o'clock twice a day. Twelve o'clock at night is midnight. Twelve o'clock in the day is mid-day or noon.

From twelve o'clock at midnight to twelve o'clock midday it is A.M. From twelve o'clock midday till twelve o'clock midnight it is P.M. A.M. is Latin; the Romans spoke Latin; they lived in Italy. We use Roman numbers or numerals. A.M. stands for *ante meridiem*; it means 'before midday'. P.M. stands for *post meridiem*; it means 'after midday'.

### Notes and Exercises

Answer these questions:—

At what hour (at what o'clock) do you finish school in the middle of the day?

At what hour do you begin school in the afternoon?  
At what time do you finish school in the afternoon?  
At what time did you get up this morning?  
Did you look at your watch? at your clock?  
At what time did you go to bed last night?  
At what o'clock did you wake? (wake up)? Was it  
A.M. or P.M.?  
At what o'clock did you have your supper?  
At what o'clock did you have breakfast today?  
At what o'clock do you have it every day?

## LESSON XI

### ROBINSON CRUSOE AND HIS PETS

Robinson Crusoe was a sailor. A sailor goes to sea in a ship. Robinson Crusoe went to sea in a ship. His ship was wrecked. He swam to shore and lived alone on an island. He made his home in a cave. He brought things from the ship. You can see them in the picture. On the right side is a tub, and a saw. It is an iron saw. What else can you see? How many stools can you see? One is a foot-stool. He has put his right foot on it. He has a basket also. A yellow cat is sitting on the stool. Between his feet is another cat; it is black and white. On the left is a table, and above it is a shelf. On



the table is an earthen mug, and a dish with fruit; they look like grapes. Behind his left foot on the floor is an earthen pot; and in front is a flat earthen pan. It has water in it for the dog. He brought the two cats and the dog from the ship and made them his pets. Have you a pet dog at home? Or a pet cat? Or a pet bird? He got two more pets on the island. One was a green parrot; the other was a kid. You can see them both in the picture. The parrot is on his right hand. It is opening its beak; perhaps it is talking. It learnt to talk; Robinson Crusoe taught it to talk. It is saying: 'Robin Crusoe, poor Robin Crusoe! Where are you? Where have you been? How did you come here?' Robinson Crusoe taught it to say this.

The dog is sitting on the floor; it is looking up at Robinson Crusoe. He has just come into the cave. His pets are very glad to see him. The black and white cat is rubbing itself against his leg; the dog is looking up at him; the parrot is talking to him. He was very fond of his pets and they were very fond of him.

He lost all his clothes; so he made some for himself. He made clothes of a skin. He has a cap of fur. Did he kill a bear and use its skin? He is wearing clothes of fur.

*Notes and Exercises*

1. Add these verbs to your list, thus:—

<i>Present Tense</i>	<i>Past Tense</i>
<i>3rd person singular</i>	<i>3rd person singular</i>
swims	swam
sits	sat
teaches	taught
rubs	rubbed
loses	lost
wears	wore

2. 'He has just come in': Perfect tense. 'Was wrecked' is *passive*. 'He swam' is past *active*. There are two *voices* in Grammar: *active* and *passive*.

3. 'Yellow'. You know 'red,' 'green,' 'black' and 'white.' Here is another colour.

Left, right. Which is your right foot, right hand, right eye? Turn to the left. Now turn to the right.

4. (1) How many pets had Robinson Crusoe? What were they? What colour were they? Look at the picture. Where is Robinson Crusoe? Inside the cave? Outside the cave? Where are his pets? What things can you see in the picture? Name them. Where are they? On the right? On the left? In front? On the floor? What is Robinson Crusoe doing? Where is his right foot? His left? What has he on his hand? Which hand is it? What are the animals doing? How many animals had he? How many birds? What is he wearing?

(2) Now write about six or seven sentences about Robinson Crusoe. Use only past tenses.

## LESSON XII

## MYSELF

## III—AT HOME

1. Every morning I get up at sunrise or soon after. In the hot weather I sleep outside on the verandah of our house. I have a mat beneath me and a pillow for my head, and I



cover myself with a cotton sheet to keep off the mosquitoes. In the cold weather I sleep inside and cover myself with a blanket to keep myself warm.

2. The sun rises at about six o'clock. I often go on sleeping after sunrise. My father comes and wakes me up. He says, "Now then,

my boy, it's time to get up." I get up at once and fold up my sheet or blanket and wrap it round my pillow, and wrap the mat round them both.

3. I have plenty to do before school-time. I wash my face and hands and go to the river or to the tank to bathe. I clean my teeth, I say my prayers and finish my home-lessons. At nine o'clock I have breakfast.

4. After breakfast I go to school. It is not far and I get there in ten minutes. I go early to talk to my school-fellows. Two of them live in our street: I often walk with them to school.

### *Notes and Exercises*

1. There are two Present tenses in English: the Present Progressive and the Present Simple. Read these two sentences:—

(a) 'I am learning English': I shall still learn, I shall go on learning: I haven't learnt it all yet.

(b) 'I learn English every day'. You use the Present Simple with 'every day, always, every morning, all day, often,' etc.

2. Answer these questions:—At what time do you get up? go to bed? Do you use a cotton sheet? What for? A blanket? What for? Have supper? Have breakfast? Do you do your home-lessons at night? or in the morning? At what time do you leave home for school? In how many minutes do you get to school? Do you come to school

early? How long before the bell do you come? how many minutes before? Are you often late? Have you ever been late? Has your school a verandah?

3. Write a few sentences about your day. Begin: 'Every day....' What tense must you use?

4. Use these phrases in sentences of your own:—'in the hot weather; in the cold weather; after sunrise; before sunrise; on the verandah'.

5. What do you see in the picture? Here are some words to use:—'a goat, a coconut tree, a verandah, a gate'.

## LESSON XIII

Look at this little picture of sunrise. Can you see the sun? It is low down; it is just coming up. Half of it is over the horizon. You, A., show me the horizon in the picture. B., look out of the window. Can you see the horizon? A bullock cart is coming along the road. A man is driving it. There are two bullocks drawing the cart. It has rained in the night: the road is wet. By the side of the road are bushes. They are dark: they are in shadow. The sunlight is catching the back and head of the white bullock: it is catching the yoke. (Can you see the yoke?) It is catching the water on the road, and the trunks of the trees. What trees are they? Far away there is a tank, isn't there? The sun has caught the water; the water is bright.



Have you ever travelled by night in a bullock cart? and waked at sunrise? and seen the sun come up over the horizon? and catch the tops of the trees? At first the shadows



are long; the sun rises higher and higher and the sky becomes brighter and brighter, and the shadows become shorter and shorter.

*Notes and Exercises*

1. 'Higher' is an adverb, comparative degree.  
'Becomes' 3rd person sing. present:  
'Became' 3rd person sing. past tense.  
'Catches' 3rd person sing. present:  
'Caught' 3rd person sing. past tense.

2. Look at the picture. Write six or seven sentences about it.

3. Tell a little story about the picture. Use the past tenses. You were travelling in a cart. Begin, 'I was travelling all night in a bullock cart. I slept well in the dark. I woke at....o'clock. The sun was rising....' Now go on. What did you see?

## LESSON XIV

### MYSELF

#### IV—AT SCHOOL

1. School begins at ten o'clock and goes on till half past twelve. The bell rings at ten o'clock;



it rings for every period; it rings at the end.

The school peon rings it. In the afternoon we begin again at half past one, and go on working till four o'clock. After morning school I run home for tiffin; my home is near. But many boys bring their tiffin with them; they live a long way off.

2. We are glad to hear the four o'clock bell; for then we can go off to play. I am very fond of games, and play nearly every day. But



sometimes I cannot play; for I have to go on an errand for my mother. By six o'clock we finish playing; I go home and wash and change my clothes. I talk to my parents or read a book, or do some homework, or play with my small brother. At eight o'clock we have supper, and at nine I go to bed. I am tired after the long day and sleep like a top till morning.

3. On Saturdays and Sundays we have no school. But I often go to the play-ground for games. Sometimes I go with my father to the fields, and he tells me about flowers and insects and wild birds. He says, 'You must use your eyes; the world is beautiful.' We have other holidays on festival days, and twice a year we have long holidays. I am glad to go back to school after them.

### *Notes and Exercises*

1. 'Like a top:' Have you a top? How does it sleep? When does it sleep? Explain in your vernacular: 'Finish playing.' When do you begin work? begin working? What o'clock do you finish working?

'Flowers, insects, wild birds'. Can you give the names of some in your mother-tongue?

2. Have you a holiday on Saturday? A whole holiday, or a half holiday? Does your school begin at ten o'clock? Does it always begin at ten o'clock? Have you long holidays twice a year? Have you holidays on festival days? What festivals are they? Are you fond of flowers? Do you know the English names of any insects? Do you know a butterfly? a fly? a bee? a wasp? a spider? a dragon-fly? Do you know a rose? a jasmine? Do you know a sparrow? a crow? an owl? a parrot?

3. Write a few sentences about your day at school, and about your holidays.

## LESSON XV

*(Two boys meet outside school in the afternoon.)*

A.—Hullo B. Where are you going?

B.—Home, of course.

A.—But aren't you coming to play?

B.—No, I don't think so.



A.—Why not?

B.—I don't want to. Besides, I must go home; I've three miles to go.

A.—Oh, do come along for an hour. We want to make up two teams.

B.—Well, what's the game?



A.—Today there's a game of hockey. Mr. R. (*one of the teachers*) is playing on one side, and Mr. S., (*another teacher*) on the other.

B.—But I've left my hockey stick at home.

A.—Oh, never mind; I'll lend you one. I have two here.

B.—Are any other boys going to play?

A.—Yes, there are sure to be a lot there. We can pick up two sides. You must come, there's a match next week, and we shall want you in the team. We want to practise today.

B.—All right, I'll come. Where am I to play?

A.—Forward, I expect. You play inside right, don't you?

B.—Yes, but I can play in goal too.

### *Notes and Exercises*

1. What games do you play? Where do you play? back? half? forward? in goal? How many make up a side? Are you in your school team? Do you play cricket? Do you bowl? Can you bat? How many runs did you make last time? How many wickets did you take? Where do you field?

How far is your home from the school? How far have you to go? How long does it take you to go?

2. Collect the speech forms. Aren't (are not): Are you not coming? I've (I have).

3. Make up a little conversation with another boy about a game of football or cricket.

## LESSON XVI

Much of Arabia is a desert. The Arabs live in tents; they move from place to place and pitch their tents. An Arab once left his camp and rode on his horse alone into the desert. He met some enemies. There were twenty of them, and he was only one. They took him prisoner and



carried him to their camp. There they bound him hand and foot, and left him on the ground near a tent. They tied his horse to pegs on the ground.

He lay awake all night; the ropes on his wrists and his ankles hurt him. His horse was

tied close by. It neighed and its master heard it. He crawled slowly to it. 'Poor fellow,' he said, 'They will tie you in a stable. No children of the tent will bring you corn. You will not gallop across the desert again with me. They will make me a slave, but you shall be free, and go back to my tent to my wife and children.' He could not use his hands, but with his teeth he untied the ropes and freed his horse.

But it did not gallop away alone; it bent its head and took its master's clothes between its teeth and lifted him. Then it turned and galloped home and took him to his friends. It was very far off, but the horse brought its master home and laid him at the door of his tent and then dropped dead. It was faithful unto death.

### *Notes and Exercises*

1. Arabia is in Asia; find it on the map. 'A desert'—in a desert are sand and stones. Find the desert of Thar on the map of India?

'Enemies: friends'—What are the words in your language for these English words? 'An *enemy* hates you;' 'A *friend* likes you; loves you;' 'A *slave* is not free; he belongs to another man. He works for him and gets no pay. In India there are no slaves now.' 'Tie a piece of string, then *untie* it.' 'Camp': you can see the tents of the camp in the picture.

2. Make a list of verbs, thus:—

<i>Present Tense</i>	<i>Past Tense</i>
<i>3rd person singular</i>	<i>3rd person singular</i>
Leaves	Left
Takes	Took
Ties	Tied
Turns	Turned
Gallops	Galloped
Hurts	Hurt
Lays	Laid
Carries	Carried
Bounds	Bound
Frees	Freed

3. (1) Where do the Arabs live? Do they always live in one place? Have they houses? In what do they live? In what do you live? Is your home in a village? in a town? in a camp?

(2) A lion roars; a dog barks; what noise does a horse make?

4. What do you see in the picture? Where is the man? What is he doing? Are his hand and his feet free? What is the horse doing? Are his feet free? Can you see the saddle, the reins, the stirrups? Where is the tent?

5. Learn these words:—live (verb); life (noun); death (noun)—The horse was faithful in life; it was faithful unto death; it loved its master. It gave its life for him; it died for him.

6. Write six sentences about the story.

## LESSON XVII

## MORE NUMBERS

{ One hundred and one	101
{ (A) etc.	
{ One hundred and twenty	120
{ (A) etc.	
Two hundred	200
Three hundred	300
Four hundred	400
Five hundred	500
Six hundred	600
Seven hundred	700
Eight hundred	800
Nine hundred	900
{ One thousand	1000
{ (A) etc.	
{ One thousand and one	1001
{ (A) etc.	
Two thousand	2000
{ One hundred thousand	100,000
{ (A) etc.	
or A Lakh	
Two hundred thousand	200,000
Two Lakhs	
{ One million	1,000,000
{ (A) etc.	
Ten millions	10,000,000
A crore	1,00,00,000



A lakh and a hundred thousand are the same. Ten millions and a crore are the same thing. A crore is a hundred lakhs. Rs. 10,000,000 is ten million rupees. Rs. 1,00,00,000 is a crore of rupees. Rs. 2,500,000 is two millions and a half. Rs. 1,250,000 is a million and a quarter. '10,000,000 people' is 'ten million people.'

There were dozens of people about. Hundreds of people came to the meeting. Thousands of people were at the festival. Millions of people died of plague. He sold oranges in dozens, in hundreds.

#### *Notes and Exercises*

1. Write out in words these numbers:—151; 265; 364; 1941; 1933; 2222; 100,001; 200,747; 845,269; 2,273,000; 11,454,999.

2. Write out in words:—Rs. 4,250,000; Rs. 8,500,000; Rs. 30,000,000; Rs. 200,000,000.

3. Use in sentences of your own:—dozens, hundreds, millions, crores, lakhs.

4. Add 'sells, sold; dies, died'; to your list of verbs.

## LESSON XVIII

## THE CUNNING JACKAL AND THE HUNGRY LION

## I

A lion slept for a long time. He woke up and sat at the mouth of his den. "I am very hungry," said he; "what can I have to eat?"

Just then a hare came hopping along.

"Good morning, my dear," said the lion; "are you visiting your friends? Pray come in from the heat of the sun."

"Thank you, sir," said the hare; "the sun is very hot, and I shall be glad to rest awhile."



She went into the den, but she did not come out again.

Soon a dog came trotting by.

“Good morning, my friend,” said the lion; “are you taking a holiday? May I go with you?”

“Yes,” answered the dog; “I have time to play today.”

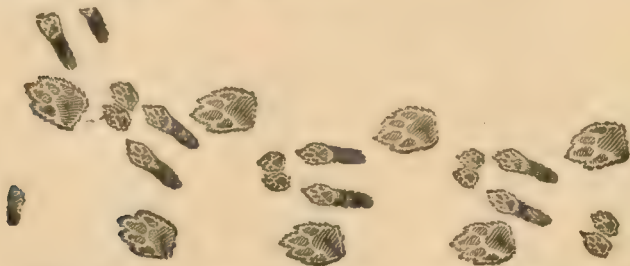
“Come in,” said the lion, “and wait for me. I shall soon be ready; we’ll go for a nice walk.”

The dog went with the lion into the den, but he too did not come out again.

## II

Soon after there came along a cunning jackal.

“How do you do, dear brother?” said the lion. “Come in and rest; the sun is hot now; tonight we’ll hunt together.”



But the jackal looked at something on the ground.

“What are you looking at?” said the lion.

“I see tracks in the sand,” said the cunning jackal. “I see dog tracks, and hare tracks.” “What of that?” said the lion.

Then the jackal said, "The tracks go into your den, but they do not come out. Where is the dog? and where is the hare?"

"Oh, come in; make haste," said the lion.

"No, thank you," said the jackal; "I will get away from your den quickly."

So away ran the cunning jackal. The lion was still hungry.

### *Notes and Exercises*

1. Make lists of verbs as before, thus:—

<i>Present Tense</i>	<i>Past Tense</i>
<i>3rd person singular</i>	<i>3rd person singular</i>
sleeps	slept
wakes up	woke up
looks at	looked at

2. 'He did not come out.' 'They do not come out.' What tenses are these? What are the positive forms? Where does the auxiliary ('did', 'do'), and where does 'not', the negative, come in each?

Turn into the negative:—The tracks go into your den. I see dog tracks. The dog went with the lion.

3. What do you see in the first picture? What is the lion doing? Where is he? What is the jackal doing? What did the lion do to the hare? and to the dog? What did he ask the jackal to do?

## LESSON XIX

First	1st
Second	2nd
Third	3rd
Fourth	4th
Fifth	5th
Sixth	6th
Seventh	7th
Eighth	8th
Ninth	9th
Tenth	10th
Eleventh	11th
Twelfth	12th
Thirteenth, etc.	13th etc.
Twentieth	20th
Twenty-first, etc.	21st etc.
Thirtieth, etc.	30th etc.
Hundredth	100th
Two hundredth	200th
Two hundred and first, etc.	201st etc.
Thousandth	1000th
Thousand and first, etc.	1001st etc.
Two thousandth, etc.	2,000th etc.
Millionth	1,000,000th

*Notes and Exercises*

1. These are the 'Ordinal Numerals.' They tell you the order of persons or things:—'*The* first boy, *the* second boy, *the* third boy, etc., in the class.' But 'I am first, you



are second, he is third, etc.' 'A came in first in the race; he won it. B came in second; C came in third.' 'There are six forms in the school; *the* first form, *the* second form, etc. 'I want to see *the* first six boys after school.'

2. Who is the first boy, the first girl, in the class? Who is the second? Who is the third? What is your place in class? Who was first in the class examination? Who was second? Who was last? What was his place? How many houses are there in your street? Who lives in the first house? Who in the second? etc.

3. Etc., is short for *Etcetera*. It is a Latin word and means 'and the rest; and the others.' 'Thirtieth, thirty-first, thirty-second, etc.' 'Fortieth, forty-first, etc.,' up to 'hundredth'.

## LESSON XX

Learn this rhyme about the days of the week:

### SOLOMON GRUNDY;

(Was) Born on Sunday;  
(Was) Christened on Monday;  
(Was) Married on Tuesday;  
(Was) Ill on Wednesday;  
(Was) Worse on Thursday;  
Died on Friday;  
(Was) Buried on Saturday;  
This is the end of Solomon Grundy.

There are seven days in the week.

Sunday is the first day.

Monday is the second day.

Tuesday is the third day.

Wednesday is the fourth day.

Thursday is the fifth day.

Friday is the sixth day.

Saturday is the seventh day.

### *Notes and Exercises*

1. 'Was' is left out: 'was born,' 'was christened,' 'was buried' are past tenses (passive form).

2. 'Was christened'; 'he got his name Solomon on that day, was given his name Solomon on that day.'

## LESSON XXI

A jackal and a leopardess were neighbours. The jackal was hungry, so he went to the leopardess and said:—'Neighbour, you go out and hunt, and I'll look after your cubs.'

'Very much obliged,' said the leopardess; 'I'll go, and you can keep my children quiet. They are sure to cry without me.'

So the jackal went into the leopardess' den, and she went out to hunt. The jackal ate one of the cubs, and nine were left. In the evening the leopardess came back and sat outside her den and said, 'Jackal, bring out my cubs.'

The jackal brought out one cub, and then he brought out another, and took the first cub back into the den. He brought out the third cub; he brought out the fourth one; he brought out the fifth one; he brought out the sixth one; he brought out the seventh one; he brought out the eighth one; he brought out the ninth one. Then he brought out the first again.

The leopardess counted the cubs and then she slept. Next morning she went out into the country again. The jackal ate another cub. Now there were eight cubs left.

The leopardess came back again in the evening and called out, 'Jackal, bring out my cubs.'

So the jackal brought out the first cub; he brought out the second cub; he brought out the third cub; he brought out the fourth cub; he brought out the fifth cub; he brought out the sixth cub; he brought out the seventh cub; he brought out the eighth cub; then he brought out two cubs again.

The leopardess again counted the cubs, and then she slept.

For seven more days the jackal did the same thing. He ate one cub each day, and brought out three cubs again, four cubs again, and so on. On the ninth day there was only one cub left.

Again the leopardess came back and said, 'Jackal, bring out my cubs.'

So the jackal brought out one cub; there was only one cub; he took it in and brought it out nine times more.



The leopardess counted ten and slept till morning. Then she went out to hunt. The jackal ate the tenth cub, and then he made a hole at the back of the den.

In the evening the leopardess came back and said, 'Jackal, bring out my cubs.' The jackal said, 'You have eaten your cubs; how can I bring them out?' Then he went through the hole of the den and ran away.

She said again, 'Jackal, bring out my cubs.'

But the jackal did not answer, so she went into the den and looked for her children, but she did not find them.

Then she looked for the jackal, but she did not find him either.

### *Notes and Exercises*

1. Make a list of the new verbs, thus:—

<i>Present Tense</i>	<i>Past Tense</i>
<i>3rd person singular</i>	<i>3rd person singular</i>
looks after	looked after
looks for	looked for
finds	found
sleeps	slept
brings (out)	brought (out)
does	did
makes	made

2. (1) 'You have eaten.' Present Perfect Tense of *eat*. Past tense, *ate*.

- (2) 'She did not find them.' Past tense, 3rd person sing. negative.

So:—'He did not bring them.' 'Did not answer.' In speech you say, 'He didn't bring; she didn't find; he didn't answer.'

3. 'They are sure to cry.' 'They will cry, I'm sure;' 'They always cry.' 'Nine were left;' 'There were now only nine.'

4. Look at the picture. What do you see in it? Where is the den? How many cubs do you see? Where are the others? Are they inside or outside? How many are outside? What is the jackal doing? What is the



leopardess doing? What are the two cubs in front doing? Could (past tense of 'can') the leopardess count? Did she count? What did she do all day? What did she do all night?

5. Write six sentences about the picture.

## LESSON XXII

### THE MONTHS AND THE YEAR

You have learnt the names of the days of the week. You will now learn the names of the months. Here they are: January, February, March, April, May, June, July, August, September, October, November, December. Count them. They are twelve, aren't they? (There are twelve, are there not?) Now repeat their names and say 'January is the first month,' 'February is the second month,' *etc.*

The first (1st) of January is the first day of the year. The new year begins on the first of January. The thirty-first (31st) of December is the last day of the year. The old year ends on the thirty-first of December.

There are three hundred and sixty-five (365) days in the year.

An old rhyme says:—

Thirty days has September,  
April, June, and November;  
All the rest have thirty one  
Excepting February alone.

February has twenty-eight days; but in every fourth year it has twenty-nine.

That fourth year is Leap Year. Make an addition sum; add up the days of the months.

Do they make 365? How many days are there in a Leap Year?

### *Notes and Exercises*

1. 'You have already learnt.' 'You learnt them in the.....lesson.' What tense is this? 'You will learn.' What tense? what person is this?

2. 'The first,' 'the last.' Who is the last boy or girl in your class? Who is the first? What page of the book is this? Is it the first? The second? What page is it? What was the last?

3. (1) What month are we in now? Is it the second month? The third month? What month? Is it the tenth day? The thirteenth day? What day?

(2) Have you learnt the rhyme? Can you say it? Now write it out.

## LESSON XXIII

'The tenth of June nineteen hundred and thirty three.' 'The tenth of June nineteen thirty-three.' You write this date thus:—10-6-1933. You may also say: 'June the tenth nineteen hundred and thirty-three,' and write it thus:—June 10th 1933. You must say: 'June

the tenth'; you may write: June 10th. Read this date: 1-1-1901: 'January the 1st,' or 'The first of January nineteen hundred and one'; or 'January the first nineteen nought one.' 'Nought' stands for 0.

### *Notes and Exercises*

1. Write these dates in figures, in numbers:—

The twelfth of February eighteen hundred and seventy-nine.

The fifteenth of March sixteen hundred and fifty-six.

The first of April nineteen hundred and thirty-four.

The sixth of May seventeen hundred and twenty-one.

The twenty-first of June nineteen hundred and thirty-one.

The second of July eighteen hundred and forty.

The twelfth of August nineteen hundred and thirty-five.

The third of September sixteen hundred and fifty-one.

The twenty-fifth of December nineteen hundred and five.

The fifth of November nineteen hundred and thirty.

The twenty-fifth of December nineteen hundred and twenty-eight.

2. Read these dates in words and then write them in words:—

2- 1-1936	19- 4-1874
22- 7-1932	23-10-1899
7- 2-1938	17- 5-1903
8- 8-1065	11-11-1918
25- 3-1864	13- 6-1875
11- 9-1944	26-12-1900

## LESSON XXIV

## THE TIGER IN THE TRAP

## I

A tiger was in a trap. He tried to get out through the bars, but he could not. He rolled on the ground and roared; he was very angry.

A man came by and saw the tiger. He went to the trap and looked at the tiger.



‘Let me out, fellow,’ roared the tiger. He did not say ‘Please.’ He was in a very bad temper.

‘But won’t you (will you not) eat me?’ the man asked him. ‘No! No! I won’t! I swear it!’

the tiger said. And he sobbed and sighed and wept.

The man was very sorry for the tiger, and said: 'Well, I'll let you out,' and he opened the door. Out jumped the tiger, and took hold of the man's cloth. 'Fool!' he said; 'I'm very hungry; I shall eat you.'

The man was very frightened, but he said, 'Didn't you say, "I won't eat you"? You promised, didn't you?'

'Well,' said the tiger, 'I was inside; I wanted to get out and I promised. But come along; ask that fig tree: "May the tiger eat me?"'

So the man asked the fig tree, and the fig tree answered: 'Men come along the road and I give them shade. What do they do? They break off my branches and give them to their cattle. They don't thank me: they aren't grateful to me! The tiger needn't thank you; he needn't be grateful to you'.

'That's the first answer. Now ask that buffalo,' said the tiger. So the man said, 'Buffalo, I let this tiger out of a trap. Now he wants to eat me. He is not grateful to me. Need he be grateful? May he eat me?'

'Fool!' said the buffalo. 'Who is grateful to any one? Look at me. I gave my master milk, and he fed me with straw and gram. Now I



can't give him milk, and he doesn't feed me any longer. I am always hungry. The tiger needn't thank you or be grateful to you.'

'That's the second answer. Now ask the road,' said the tiger. So the man asked the road, and the road said: 'Sir, you are foolish. Here I am; everybody walks upon me; rich and poor use me; they all use me. Do they thank me? No, they don't. Are they grateful? No, they aren't. They give me the dust from their shoes; that's all.'

'That's the third answer,' said the tiger! 'Now get ready. I'm going to eat you. Come on to the trap.' And he went ahead, and the man came slowly after.

### *Notes and Exercises*

1. Make lists of the new verbs thus:—

<i>Present Tense</i>	<i>Past Tense</i>
<i>3rd person singular</i>	<i>3rd person singular</i>
rolls	rolled
roars	roared
swears	swore
opens	opened
jumps	jumped
tears	tore
lets out	let out
feeds	fed
gives	gave
breaks	broke
weeps	wept

2. 'Was in a very bad temper;' 'was very angry;' 'very sorry for;' 'very frightened;' 'very hungry.' Use these in sentences with other subjects.

3. What do you see in the picture? What is the man doing? What has he on his head? What is he wearing? What has the tiger just done? What is he doing? What is he going to do? Can you see the trap? Where is it? on the right? on the left of the picture? What else can you see?

44. What fruit does a fig-tree give? What does a buffalo give? Do you know a rich man? What is his name? A poor man? What is his name? Do you wear shoes? Do you drink milk? What animal gives milk?

## LESSON XXV

### THE TIGER IN THE TRAP

#### II

Just then a jackal went by; the man looked very sad. The jackal saw him and said: 'What's the matter, friend? Why are you sad?'

'The tiger,' said the man, 'wants to eat me. I let him out of a trap, but he is not grateful.' 'Tell me all about it,' said the jackal. So the man told him; and the jackal said: 'Tell me again, I don't understand.' The man told him his story again. The jackal shook his head; 'No,' he said, 'I don't understand. I'm very stupid, come along to the trap, and show me'. They

both went on and came to the trap; the tiger was there; he was very angry. 'Come along,' the tiger said, 'You are very slow. I'm hungry and want my dinner.'

'Please wait five minutes, my lord,' said the man. 'I want to tell the jackal the story. I've told him already; but he's stupid; he doesn't seem to understand.'

'Yes,' said the jackal, 'I am stupid: I don't understand. Well, how did it all begin? You were in the trap and the tiger came by.'

'You're a fool,' roared the tiger. 'I was in the trap.'

'Oh yes,' said the jackal. 'I was in the trap. No, no, I wasn't. The tiger was in the man, and the trap walked by! No, that's wrong. Well, well, what is right? I shall never understand.'

'Yes, yes, you shall!' said the tiger; he was very angry now. 'Look here, I am the tiger':—

'Yes, my lord.'

'And that is the man.'

'Yes, my lord.'

'And that is the cage. Do you understand?'

'Yes,—no. Please, my lord.'

'Well?' roared the tiger; he wanted his dinner very much.

'Please, my lord! How did you get in?'

'How? I went through the door, fool.'



'You went through the door? I don't understand my lord: how?'

'How? why, this way of course,' said the tiger. He walked into the trap, and the jackal shut the door.

'Ah! Now I understand,' said the jackal. 'I was very stupid. But aren't you also stupid? You can stay there now, and the man can go on his way.'

### *Notes and Exercises*

1. Add to your list of verbs the following:—

<i>Present Tense</i>	<i>Past Tense</i>
<i>3rd person singular</i>	<i>3rd person singular</i>
Tells	Told
Waits	Waited
Understands	Understood
Shuts	Shut
Thinks	Thought

2. The jackal was not stupid; he seemed to be stupid; both the man and the tiger thought him stupid. He pretended to be stupid. The man thought the tiger was grateful. He wasn't; he pretended to be grateful. Can you use 'thinks' and 'thought' in sentences of your own?

3. Look at the picture. Where is the man? at the back? in the front? Where is the jackal? What is the man doing? What is the jackal doing? What is the tiger doing? What else can you see in the picture? Write six sentences about the picture.



## LESSON XXVI

## I

Once	Five times
Twice	Six times
Three times	etc.
Four times	How many times?

The man asked three times: 'Can the tiger eat me?' I have been twice to your house. How many times have you done this exercise? How many times have you read this lesson? How many times have you spoken to him? How many times have you been here?

These are Adverbs.

## II

Read these fractions:—

$\frac{1}{2}$	a half	$\frac{1}{5}$	a fifth
$\frac{1}{4}$	a quarter	$\frac{3}{5}$	three fifths
$\frac{3}{4}$	three quarters	$\frac{1}{6}$	a sixth
$\frac{1}{3}$	a third	$\frac{1}{7}$	a seventh
$\frac{2}{3}$	two thirds		etc.

*Notes and Exercises*

1. Use these adverbs in sentences:—once, six times, ten times, twelve times, twenty times, a hundred times.

2. Write out these fractions in words:—

$\frac{4}{7}$ ,  $\frac{7}{8}$ ,  $\frac{8}{9}$ ,  $\frac{8}{10}$ ,  $\frac{11}{13}$ ,  $\frac{17}{20}$

## LESSON XXVII

## A WATCH DOG

Here is a picture of a dog. His name is Jock. He is a fine strong dog. What colour is his body? What colour is his nose (nozzle)? What colour are his paws? He has a white patch on his chest. He is on the watch. He is looking at you; he is watching you. He will not let you come near. He is listening too; he is pricking up his ears.

He is standing in the sun. You know that by his shadow, and by the shadow of the cart; It is about midday; the shadows are short.

His master is not there. He has gone into the jungle for firewood, and has left Jock on guard. He is guarding the cart. His master has lit a fire and has put a cooking pot on it; he is cooking his midday meal. He has not enough sticks and has gone to get some more. There is rice in the pot. The fire is burning well. You can see the red flames under the pot, and the smoke of the fire. He will come back soon.

Behind the fire is grass, and behind the grass are trees. The cart is standing by the roadside; the road runs through the jungle.

You cannot see all the cart. You can see only one wheel, the hub and the spokes, and the

wooden brake on the wheel. You cannot see the bullocks. In front of the wheel on the ground is a sack; in it is straw or grass for the bullocks to eat.

### *Notes and Exercises*

1. Make a little story about the picture. Use only the past tenses.

'A man was driving his bullock cart through the jungle. About midday he stopped....He lit a fire....' Now go on with the tale.

(*Note*:—There are two present tenses, the *simple* and the *progressive*: *I go*; *I am going*. So there are two past tenses, the *simple* and the *progressive*: *I went*; *I was going*.)

2. Write six or seven sentences about Jock. Use 'on guard;' 'pricking up his ears.'

## LESSON XXVIII

### THE SUN, THE MOON AND THE STARS

The sun gives us light by day. It rises in the morning, and sets in the evening. After sunrise it is light; in the night it is dark. The sun also gives us heat. It is hot in the sun. The moon gives us light by night. The moon also rises and sets. It also gives us light, but it is not hot. The sun's light is very bright; you cannot look at it. The moon's light is bright;

but you can look at it. The sun dazzles the eyes; the moon does not.

In the sky above also are the stars. You can see them at night. You cannot see them by day. The sun rises in the East; so does the moon. The sun sets in the West; so does the moon. The starlight is bright. The moonlight is brighter than the starlight. The sunlight is brighter than the moonlight. It is the brightest light.

Turn to Lesson XVI. Look at the picture there. It is moonlight; the moon is shining on the horse; it is high in the sky. The horse's shadow is short; but it is not a dark shadow. Now turn to Lesson XXVII and look again at the picture. The sun is shining brightly, and it is high in the sky. Jock's shadow is short: it is a dark shadow. It is darker than the shadow of the horse.

### *Notes and Exercises*

1. Dark is an *adjective* in the *positive* degree.  
     darker           do.               *comparative* do.  
     darkest       do.               *superlative* do.

After the *comparative* 'than' comes: To-day is hot. Yesterday was hotter. Yesterday was hotter than to-day.

2. Make sentences using:—

bright,	brighter,	brightest.
big,	bigger,	biggest.
small,	smaller,	smallest.

## LESSON XXIX

## ANDROCLES AND THE LION

## I

Long ago there lived at Carthage in North Africa a slave, Androcles by name. He was a Greek and his master was a Roman. He wanted to be free; so one night he left his master's house, and ran away into the mountains and hid himself in a cave. It was dark and the cave was empty; he was tired and lay down and slept.

He woke at sunrise and saw that it was a beast's den; there were bones on the floor, and he was afraid. 'I must get out of this place,' he said to himself, and was going to the mouth of the cave. But just then a great lion was coming in; he knew that he could not pass it. He was very frightened; he thought the lion would leap on him and kill him.

But the beast did not hurt him; Androcles saw that the lion was lame and in pain, and was holding up one paw. He stooped down and took the paw in his hand and looked, and saw that there was a thorn in it, and that it was swollen and very painful to the lion. He pulled out the thorn and cleaned the wound.

The lion soon got well; he was very grateful to Androcles. He could not speak and could





not thank Androcles, but he became his friend and every day brought him food to eat.

### Notes and Exercises

1. Every sentence has a verb and a subject. Some verbs, *transitive* verbs, take an object; e.g., 'He pulled out the thorn.' 'The thorn' is the object of 'pulled out.' What part of speech is 'thorn'? It is a *noun*, isn't it? In English instead of a *noun object* you have sometimes a *sentence-object*.

(a) In this story there are several sentence-objects. 'He saw that it was a beast's den'. What did he see? 'He saw that....' 'That it was a beast's den' is the object of 'saw'.

(b) Find the other sentence-objects. In one sentence there is no 'that'. 'He thought the lion would kill him.' You may use 'that' or leave it out.

(c) The verbs 'saw', 'thought', 'knew' are past tenses. After a past verb, the verb in the *sentence-object* must be past.

'He saw that it was a wild beast's den.' 'He said (to himself): "It is a wild beast's den."'

'He knew that he could not pass it.' 'He said to himself: "I cannot pass it."' 'Could' is the past tense of 'can.'

'He saw that the lion was in pain.' 'He said to himself: "The lion is in pain."'

'He thought the lion would leap on him.' 'He said, "The lion will leap on me I think."' 'Would' is the past tense of 'will'.

2. Look at the picture. What do you see in it? What is Androcles doing? What is he saying to himself?

What is the lion doing? What do you see outside? Where was the cave? What is lying on the floor?

Write a few sentences about the picture.

3. Add these verbs to your list:—

*Present Tense*

*Past Tense*

*3rd person singular*

*3rd person singular*

hides

hid

stoops down

stooped down

holds up

held up

pulls out

pulled out

4. Have you ever had a thorn in your foot? your finger? Was it painful? Were you in pain? What did you do? Was your foot swollen?

## LESSON XXX

### ANDROCLES AND THE LION

#### II

One day some soldiers passed the cave; they were looking for Androcles. They knew he was in the mountains. They saw him and came and took him prisoner.

They carried him back to Carthage and brought him before the judge. His master came and said that Androcles was his slave, and that he ran away from his house. The judge tried him and sentenced him to death: he said he must be torn to pieces by a lion.





Have you ever been to a circus? The people sit all round on benches in tiers, and in the middle is the arena. In a circus wild animals do not fight with each other, nor do men fight with wild animals.

At the Roman circus too, people sat all round on benches and the arena was below. You can see them in the picture. But at a Roman circus people killed each other, and fought with wild beasts, and wild beasts fought with each other; and wild beasts tore criminals to pieces.

Now Androcles was a criminal. For he ran away from his master. That was wrong; it was a crime. So they brought him before a judge, and the judge tried him and said, 'Take him away, and let a lion kill him.' So the soldiers put him in a cell; and brought him out one day and put him into the arena, and let out a fierce lion to tear him to pieces.

But the lion did not leap on him and kill him. It looked at Androcles and came to him and licked his hands and feet. Androcles saw that it was his friend and was not afraid, and he put his arms round its neck.

The Emperor was there and sent for Androcles, and Androcles told him his story. And the Emperor pardoned him and set him free and gave him the lion.



*Notes and Exercises*

1. Pick out the sentence-objects in this lesson.

(a) Turn the sentences between ‘ ’ into sentence-objects.

The judge said, ‘Androcles is a criminal.’

The people said, ‘The lion is his friend.’

Put in ‘that’, and take away the ‘ ’. ‘ ’ are *inverted commas*.

(b) Learn this name for sentence-objects:—object noun clauses.

2. Look at the picture. Where are Androcles and the lion standing? What is the lion doing? What is Androcles doing? Behind the lion on the ground is a spear. It is Androcles’ spear; he did not use it; he threw it down. What is behind the lion on the right? What is it made of? Who brought it there? Where are the people sitting? Write a few sentences about the picture.

3. Answer these questions:—Why did Androcles run away? What did he want to be? Where did he go? Who took him prisoner? What did the judge do? What did he sentence him to? He was a criminal: what was the crime? What crime did he commit? What did the Emperor do?

4. Add these verbs to your list:—

<i>Present Tense</i>	<i>Past Tense</i>
<i>3rd person singular</i>	<i>3rd person singular</i>
takes	took
fights	fought
tears	tore
must	must

## LESSON XXXI

## A PICTURE OF LIONS

Here is a family of lions. The lion is standing behind; he is looking at you and is growling. He has a thick mane all round his neck. A mane is long hair; a horse has a mane on the back of his neck. A lion's body is covered with short hair; it is tawny in colour. Its mane is darker; some of it is almost black. Can you see his whiskers?

In front the lioness is crouching and is lapping water from a pool; she is thirsty; she is making rings in the water. She is unlike the lion; she has no mane. At the end of her tail is a tuft of dark hair. You cannot see the end of the lion's tail; it too has a tuft of dark hair.

Beside the lioness are two cubs. One is crouching by its mother: it is learning to drink. The other is turning its head and looking at its brother and its mother. Young lion cubs have spots on their coats. You can see the spots on the legs of one.

Lions do not live in thick jungles like tigers. In this picture there is long grass near the pool, and behind are some trees and a pine. But beyond is a dry plain; the grass is yellow and dried up. Far away there are blue mountains.

Once upon a time there were many lions in India; they were found all over the hot plains and jungles of Central and Northern India. But now there are very few; they are found only in the Forest of Gir in Kathiawar.

A lion is brave and strong and a noble animal. Was not Androcles' lion a noble animal? Do you remember what it did? Sometimes we say a man is as brave as a lion; he fears nothing. Ranjit Singh was the lion of the Punjab. We say also that the lion is the king of beasts.

### *Notes and Exercises*

1. *Pairs of words*:—Thirsty, hungry; dry, wet. Use them in sentences.

2. You talk of a lion's cubs, a leopard's cubs. But a cat has kittens; a dog has puppies (Sing.—puppy).

3. Now look at the picture. Do not look at the lesson. Say what the lion's family is doing. There are four of them; what is each doing?

What else do you see in the picture? Use these words:—Yellow, green, blue, brown.

4. Now write six sentences about the picture.

## LESSON XXXII

## THE FAMILY

Every boy and girl has a father and a mother. Some boys have sisters and brothers. A boy, his brothers and sisters are the children; the father and the mother are their parents.

Your father had a father and a mother. Are they alive? Your father's parents are your grandparents, your grandfather and your grandmother. Your mother's parents are also your grandparents; you have two grandfathers and two grandmothers.

Perhaps your father has brothers and sisters; his brothers are your uncles and his sisters are your aunts. So too perhaps your mother has brothers and sisters; they also are your uncles and your aunts. You have perhaps uncles and aunts on your father's side; and uncles and aunts on your mother's side. Are you a boy? Then you are your uncle's nephew, your aunt's nephew. Are you a girl? Then you are your uncle's niece, your aunt's niece.

The children of an uncle or aunt are a boy's or a girl's cousins. Have you any cousins? How many? How many on your father's side? How many on your mother's side?

Have you any brothers? Are they older than you? Have you an elder brother? Two elder brothers? How much older are they than you? Have you a younger brother? A younger sister? An elder sister? How much older is she than you?

*Exercises*

Learn: 'Older, elder, younger'; use them in sentences.

Write a few sentences about your family. Answer some of the questions in the lesson.

## LESSON XXXIII

### THE SUN, THE WIND AND THE MOON

The Evening Star had three children, two boys, the Sun and the Wind, and one girl, the Moon. His brother, the Thunder, and his wife, the Lightning, lived in a dark cave at the foot of the mountain, the Sky. One day they asked their nephews and niece to supper.

The children washed themselves and put on their best clothes; and their mother said: 'Now children, it's time for you to go; I hope you'll have a good supper. Your Uncle and Aunt are rich and we are poor; you don't get much to eat here.'

The children set off and came to their uncle's house. 'Come in, nephews; come in,



niece. Your Aunt and I are very pleased to see you.'

They had the best curry and rice, and curds and ghee, and fruit and cakes to eat; and buttermilk to drink. The two boys ate and ate; they were greedy children.

But the Moon was not like them, she remembered her poor mother at home. She had plenty to eat, and she put some of everything in a corner of her cloth to take back to her mother.

After supper the children thanked their uncle and aunt and said goodbye to them, and then set off home. Their mother was waiting for them. 'Well children,' she said, 'did you have a good supper? And did you bring anything back for me?'

'Of course I didn't, Mother,' said the Sun. 'You didn't ask me to bring you anything; and I was too busy eating and drinking to think of it.'

'And I didn't bring anything either,' said the Wind. 'You didn't say you wanted us to do so, and didn't give us a vessel to put some curry in.'

But the Moon said, 'Mother, dear, have you a dish? I have brought you something'. Her mother gave her a dish, and she filled it with

good things, curry and rice, and fruit and cakes.

Then her mother, the Evening Star, said to her eldest child, the Sun: 'You are a selfish child, you thought only of yourself, and did not think of your mother. I must punish you; you shall burn and blaze, and men will hate your heat and hide themselves from you.'

And to the second son, the Wind, she said: 'You too are a selfish child; you forgot your mother and thought only of yourself. You shall blow the hot sand from the desert, and fill men's eyes and mouths and noses with it. And they will hate you and hide themselves from you.'

But to her daughter, the Moon, she said: 'You, dear, are a kind girl; you remembered that I had little to eat at home. Men will love your cool light and bless you always.'

### *Notes and Exercises*

1. Learn these pairs of words:—

remember	forget
selfish	unselfish
hot	cool
kind	unkind

An unselfish boy thinks of others first. A selfish boy thinks of himself first.

The two boys were unkind, they did not think of their mother.

2. Have you ever been out to supper? Have you ever been to a feast? Where was it? Who were there? Was it at home? At your Uncle's house? What did you have to eat? Did you see a greedy boy there?

Write a few sentences about it.

3. In what months of the year is the Sun very hot? Does it burn? Do you like to be out in it? Have you felt a hot wind? Did you like it? Did it blow sand and dust into your eyes? At what time of year was it? In what month?

4. Close your books. Tell me the story again.

## LESSON XXXIV

(*Rama and Krishna are cousins. Rama lives in a village and has never been to a big city. Krishna is on a visit to his cousin; he was born in a big city, has lived there all his life, and has never stayed in a village before. Rama is a country boy, Krishna is a town boy. They are talking about the city.*)

*Krishna*: You must come and stay with me next holidays, Rama.

*Rama*: I should like to do so very much; you know (that) I've never seen a big town. I've only once travelled by train; last year father took me to Somnathpur. We had to go from here to the station at Rampur by road and there we took the train. It isn't a long journey.

*Krishna*: But how did you travel to Rampur?

*Rama:* Oh, we went by motor bus of course. It's only twenty-five miles and the road is good now. We can get to the station in a couple of hours. Father says that he used to go by bullock cart, and it took him twelve hours to go. He always went by night.

*Krishna:* I don't want to travel by bullock cart. I had to travel all night by train to get to your station; but a train at night is better than a bullock cart at night.

*Rama:* Tell me something about the city. How big is it?

*Krishna:* It's as big as a hundred villages like this put together. You've 2,000 people here. In our city there are 200,000 and more. You can go from one end of the village to the other in ten minutes. But it'll take you more than an hour to go through the city. I always go by bus, or by tram.

*Rama:* A tram? what's that?

*Krishna:* An electric tram; it goes by electricity and runs on rails like a train.

*Rama:* Are there big shops or wide streets?

*Krishna:* Yes, and the shops and the streets are all lit by electricity at night. There are many fine wide roads, with big shops all along them. The nights are almost as light as day there, and you needn't be afraid of snakes.

*Rama*: Tell me more about the city.

*Krishna*: Well, here's something: you have to draw water from a well or fetch it from a tank, but we have water laid on. We draw it from a tap; it comes to us from outside through pipes. Most houses have their own taps, and we know that the water is clean and good.

*Rama*: What do you do in the evenings? You can't go across the fields or along a country road for a walk.

*Krishna*: No, but we have two fine parks; and can walk there, and before dark watch or play some game. I play tennis in the park. After dark I sometimes go with father to the cinema.

*Rama*: I hope you'll take me to the cinema one evening. I've often wanted to go, but of course we shall never have one in this little place.

### *Notes and Exercises*

1. (1) Add these verbs to your list:—

*Present Tense*

*Past Tense*

*3rd person singular*

*3rd person singular*

draws

drew

stays

stayed

travels

travelled

fetches

fetches

watches

watched

- (2) Pick out the sentence-objects in this lesson.



2. Use in sentences of your own:—as big as, as light as, as dark as, as good as.

3. (1) Have you ever travelled by motor bus? From where to where? How long did it take you to go?

(2) Have you ever travelled by train? From where to where? Did you travel first class? Second class? Third class? By day or night?

4. Do you live in a village? A town? A city? Have you electric light? How do you light your house? With lamps? Where do you get water to drink? from a well? a tank? a river? a pipe? Have you water laid on?

## LESSON XXXV

### THE POINTS OF THE COMPASS

At twelve o'clock midday the sun is high in the sky. It will not rise higher; it is at its highest point. At twelve o'clock midday too, your shadow is very short. It will not get shorter, it is shortest then. After twelve o'clock the sun will go down towards the West.

All of you come into the playground. What time is it now? How long is it to midday? An hour and a quarter? An hour and twenty minutes? Half an hour? Twenty-five minutes?

Which side does the sun rise? Rama, stand in front, and hold out your right hand towards that side. That is the East. The sun

sets on the opposite side; point with your left hand towards that side. That is the West. In front of you is the North, and behind you is the South. You are facing North.



All of you do like Rama. Point with your right hands towards the East, and with your left hands towards the West. Turn your heads towards your right hands, and say: 'The East'. Turn them towards your left hands and say: 'The West.' Look straight in front and say: 'The North.' You are all facing North. Then say: 'Behind us is the South.'

Now come inside, open your books, and look at the picture of the compass. Has anyone a compass? You have learnt about the compass in Geography? Here is one; I have brought one. This is the needle; it always points towards the North. Do you know how to use a compass? Have you ever used one?

Look again at the picture of the compass. Between West and North is North-West. You, Krishna, point to the North-West. Between West and South is South-West. You know that one Monsoon blows from the South-West and



brings us rain. Between East and North is North-East. You know that the other Monsoon blows from the North-East. To what part of India does it bring rain? Between East and South is South-East. Abdul, show me where the South-East is.

We have learnt eight points of the compass. We shall start from the East and go round the compass by the North. Hamid, go on from the East; the North-East, the North, the North-West, the West, the South-West, the South, the South-East, the East again. We have gone from right to left. Do the hands of a clock move that way? Or do they move from left to right?

You, Govind, start from the West and go round the compass by the North, the West, the North-West, the North, etc. Do the hands of a clock move that way?

*Notes and Exercises*

1. Look at the picture of the boy standing in the playground. What is he doing? Which way is he facing? On which side does the Sun rise? On which side does it set? Which way is the house facing?

Write your answers.

2. Draw a compass for yourself and mark the points of the compass on it. North, South, East, West; then North-East, North-West, South-East, South-West.

## APPENDIX A

### I

#### THE VOWELS



We are very little creatures,  
All of different voice and features;  
One of us in *glass* is set,  
One of us you will find in *jet*.  
T'other you may see in *tin*,  
And the fourth a *box* within.  
If the fifth you should pursue,  
It can never fly from *you*.

JONATHAN SWIFT.

### II

#### THE SWING

Now so high,  
Now so low,  
Up in the air,  
Then down I go.



Up to the sky,  
Down to the grass,  
I watch birds fly,  
I see worms pass.  
With feet in front,  
And hair behind,  
I race the birds,  
I race the wind,  
Over the world,  
Under the tree,  
Nobody knows  
What things I see.  
Wonderful lands  
Where children play  
From early morn  
All thro' the day.



MARY I. OSBORN.

Do you like swinging? What does the little girl see  
from the swing? What have you seen from a swing?

### III

Deep in a forest,  
In a snug beehive,  
Lived a mother honey-bee,  
And her little honeys five.

"Buzz," said the mother,  
"We buzz," said the five;  
So they buzzed and they hummed  
In the snug beehive.

'honeys': 'dears, dear little ones, darlings'.

#### IV

##### A SUMMER SHOWER

'Hurry!' said the leaves;  
'Hurry, birds, hurry!  
See how the tall trees  
Are all in a flurry!'

'Come under, quick,  
Grasshoppers, cricket!'  
Said the leafy vines  
Down in the thicket.



'Come here,' said the rose  
To bee and spider;  
'Ant, here's a place!  
Fly, sit beside her!'



'Rest, butterfly,  
Here in the bushes,  
Close by the robin,  
While the rain rushes!'



'Why, there is the sun!  
And the birds are singing:  
Good-bye, dear leaves,  
We'll all be winging.'



'Bee,' said the rose,  
'Thank you for calling.  
Come in again  
When the rain is falling.'

ANON.

## V

## THE LION



The Lion, the Lion, he dwells in the waste,  
He has a big head and a very small waist;  
But his shoulders are stark, and his jaws they  
are grim,  
And a good little child will not play with him.

HILAIRE BELLOC.

*(The publishers are indebted to Mr. Hilaire Belloc  
and Messrs. Gerald Duckworth & Co., Ltd., for permission  
to include this poem.)*

## VI

## THE LITTLE PLANT

In the heart of a seed,  
Buried deep, so deep,  
A dear little plant  
Lay fast asleep.

‘Wake!’ said the sunshine,  
‘And creep to the light!’  
‘Wake!’ said the voice  
Of the raindrops bright.

K. L. BROWN.

## VII

WHO HAS SEEN THE WIND?

Who has seen the wind?  
Neither I nor you.  
But when the leaves hang trembling  
The wind is passing through.

Who has seen the wind?  
Neither you nor I.  
But when the trees bow down their heads  
The wind is passing by.

C. ROSSETTI.

## VIII

WHAT BECAME OF THEM?

He was a rat, and she was a rat,  
And down in one hole did they dwell,  
And both were as black as a witch’s cat,  
And they loved one another well.

He had a tail, and she had a tail,  
Both long and curling and fine;  
And each said, 'Yours is the finest tail  
In the world, excepting mine.'

He smelt the cheese, and she smelt the cheese,  
And they both pronounced it good;  
And both remarked it would greatly add  
To the charms of their daily food.

So he ventured out, and she ventured out,  
And I saw them go with pain;  
But what befell them I never can tell,  
For they never came back again.

ANON.



## IX

Twinkle, twinkle, little star,  
How I wonder what you are;  
Up above the world so high  
Like a diamond in the sky.

When the burning sun is gone,  
And he nothing shines upon,  
Then you show your little light;  
Twinkle, twinkle, all the night.



## X

## LADY MOON

Lady Moon, Lady Moon, where are you roving?  
Over the sea.

Lady Moon, Lady Moon, whom are you loving?  
All that love me.

LORD HOUGHTON.

## XI

Now the day is over,  
Night is drawing nigh,  
Shadows of the evening  
Steal across the sky.

## NURSERY RHYMES

## I

Ding dong bell, Pussy's in the well!  
Who put her in?—Little Johnny Green.  
Who pulled her out?—Little Tommy Trout.  
What a naughty boy was that  
To drown poor Pussy Cat.  
She never did him any harm,  
But killed the mice in his father's barn.

## II

Who killed Cock Robin?

I, said the Sparrow,  
With my bow and arrow,  
I killed Cock Robin.

Who saw him die?

I, said the Fly,  
With my little eye,  
I saw him die.

Who'll dig his grave?

I, said the Owl,  
With my spade and shovel,  
I'll dig his grave.

Who'll toll the bell?

I, said the Bull,  
For well I can pull,  
I'll toll the bell.

[A Robin is a little English bird: it has a red breast.]

## III

Pussy-Cat, Pussy-Cat, Where have you been?  
I've been to London to see the queen.  
Pussy-Cat, Pussy-Cat, what did you there?  
I frightened a little mouse under her chair.

(You must say, 'What did you do there?')

## APPENDIX B

### GRAMMAR

#### LESSON I

#### THE SENTENCE

*Read these sentences.*

Rama is talking.

The Sun shines.

Go.

He has come.

I have two eyes.

Don't do that.

I am a boy.

He stooped down.

The soldiers were looking for Androcles.

I'll never do it again.

What language do you speak at home? Do you speak Tamil (or Telugu or Kanarese or Hindustani)? Do you know Tamil Grammar? (or Telugu Grammar? or Kanarese Grammar? or Hindustani Grammar?). What do you call a sentence in Tamil? (Telugu, etc.).

Find six other sentences from your Reader. Write them down.

#### LESSON II

#### THE VERB

In every sentence there is *a verb*. *Read* the sentences in the last lesson again. Put a line under the verb in each. Do it this way:—Rama is talking.

In Tamil (Telugu, etc.) every sentence has a verb. What do you call a verb in Tamil (Telugu, etc.) Grammar?

## THE SUBJECT

Every sentence has *a subject*. Read these sentences. Put a line under the subject in each.

The paper is good.

A girl sews with her right hand.

The elephant laughed.

I like hockey.

He made his home in a cave.

Robinson Crusoe has just come in to the cave.

In Tamil (Telugu, etc.) too, every sentence has a subject. What do you call a subject in Tamil (Telugu, etc.) Grammar?

## LESSON III

## THE NOUN

The subject of a sentence may be *a noun*. A noun is the name of a person, place, thing, or quality. Here are some nouns:—‘Rama’, ‘a bird’, ‘the Sun’, ‘the elephant’. Write down twelve other nouns. What do you call a noun in Tamil (Telugu, etc.) Grammar?

## THE PRONOUN

The subject of a sentence may be *a pronoun*. Here are some pronouns:—‘I’, ‘we’, ‘you’, ‘he’, ‘they’.

In Tamil (Telugu, etc.) you have pronouns. What do you call a pronoun in Tamil (Telugu, etc.) Grammar?

In Lessons II & III some of the subjects are *pronouns*. Put a line under each. Do it this way:—

I am a boy.

## LESSON IV

## QUESTIONS

Sometimes you ask questions. Here are some.

Has he come?

What do you call a noun?

Where is Robinson Crusoe?

At the end of a question you put ? ? is a question mark.

Finish these questions:—

How many . . . . . ?

Will you . . . . . ?

What . . . . . ?

Are . . . . . ?

Does . . . . . ?

Has . . . . . come?

Did . . . . . speak?

Which comes first in a question? The subject (noun or pronoun)? or the verb?

How do you ask a question in Tamil (Telugu, etc.)? Tell me in Tamil (Telugu, etc.).

## LESSON V

## THE NEGATIVES

Sometimes you say 'no'. First I ask a question.

Has he come?

You answer, 'No; he hasn't (he has not) come.'  
n't (not) is the sign of a negative.

Here are some negatives:—

The sun is not (isn't) shining.

The moon does not (doesn't) burn.

He will not (won't) come today.



Find and write down six more negative sentences.

How do you say 'no' in Tamil (Telugu, etc.)? Tell me in Tamil (Telugu, etc.).

## LESSON VI

### THE IMPERATIVE

*Read these sentences:—*

Go away.

Come here.

Don't (Do not) talk.

Don't (Do not) laugh.

Each sentence expresses an order. The subject of each is 'you'. But you do not say it. An order is in the *imperative*. 'Don't talk' is a *negative order*.

Now write down three orders, and three negative orders.

How do you give an order in Tamil (Telugu, etc.)? and a negative order in Tamil (Telugu, etc.)?

## LESSON VII

### THE ADJECTIVE

*Read these sentences:—*

I write with my *left* hand.

A *small* bird built a nest.

Look at this *pretty* picture.

The paper is *good*.

'Left', 'small', 'pretty', 'good' are adjectives. An *adjective* tells you something about a noun.

Find a dozen other adjectives in your reader. Write them down.

What do you call an adjective in Tamil (Telugu, etc.) Grammar?

## LESSON VIII

### THE ADVERB

*Read these sentences:—*

That will do *nicely*.

The elephant laughed *loudly*.

I like hockey *best*.

He talks *well*.

*When* did he come?

*How* does he speak?

*Where* did you go?

‘Nicely’, ‘loudly’, ‘best’, ‘well’ are adverbs. Each says something about the verb. So ‘when’, ‘how’, ‘where’ are adverbs: they are question adverbs.

Have you any adverbs in Tamil (Telugu, etc.)? What do you call an adverb in Tamil (Telugu, etc.)?

Tell me half a dozen other adverbs. Write them down.

Use these adverbs in sentences:—‘badly’, ‘soon’, ‘brightly’, ‘ever’, ‘near’, ‘fast’.

## LESSON IX

### PARTS OF SPEECH

‘A verb’ is a ‘part of speech’: ‘a noun’ is another: ‘a pronoun’ is another: ‘an adjective’ is another: ‘an adverb’ is another. You speak in sentences. Each sentence must have a ‘verb’: a

verb is 'a part' of a sentence. It is a 'part of speech'.

Here are five parts of speech. Name them. Write their names.

## LESSON X

### ANOTHER PART OF SPEECH

*Read these sentences:—*

'She flew out *and* she said'.

'He danced *and* he trumpeted'.

'*But* he could not frighten the little bird'.

'And' & 'but' are *conjunctions*. A conjunction joins words; it joins sentences.

Pick out the conjunctions, *and* & *but*, in Lesson VI of your Reader.

## LESSON XI

*Read these sentences:—*

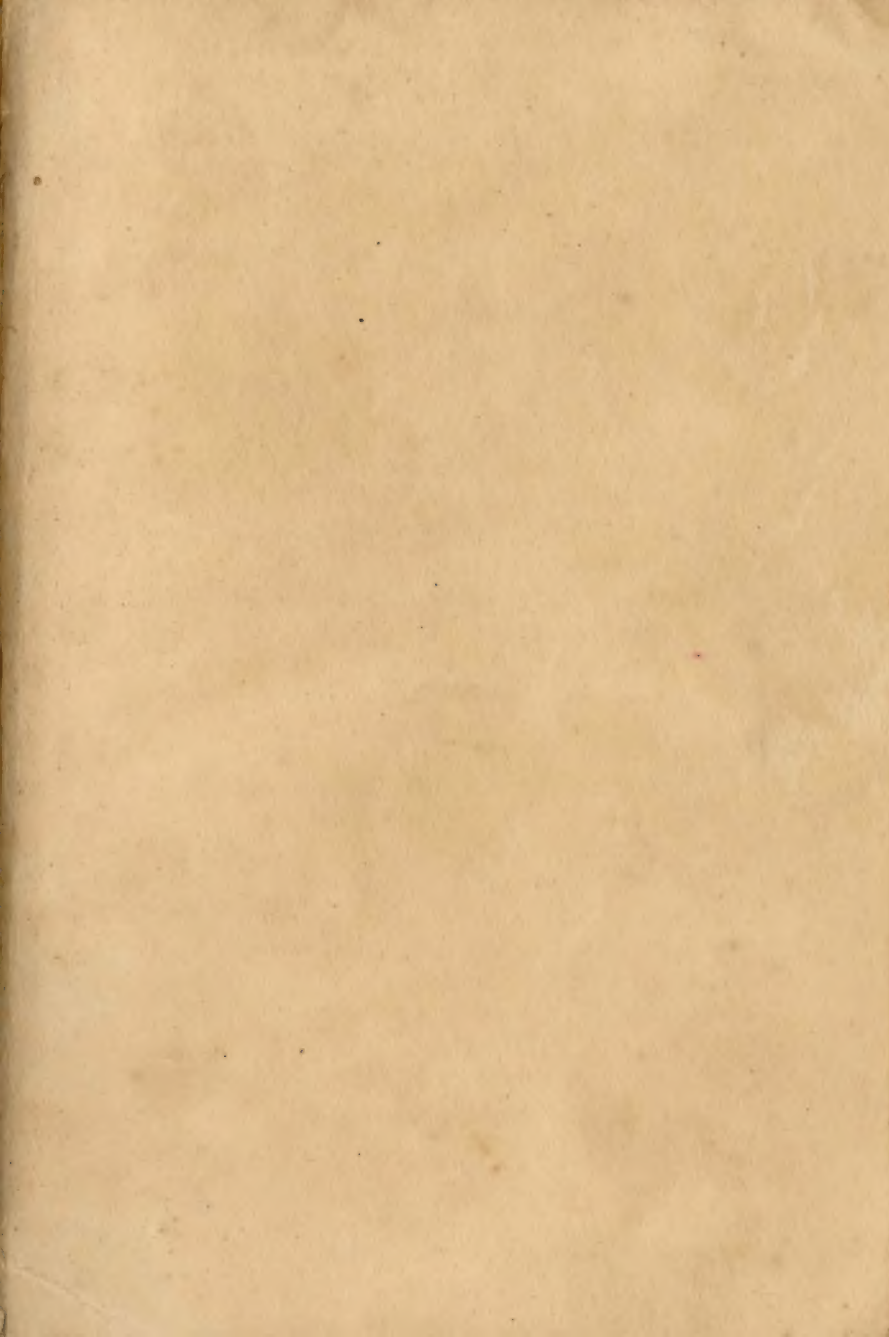
'I can blow you *across* the jungle *with* one puff of my trunk'. 'The mother bird flew out and said *to* the elephant'. 'A girl sews *with* her right hand'. 'There are twelve numbers *on* the face of each clock'. 'Across', 'with', 'to', 'on', 'of' are prepositions. Prepositions join nouns to nouns, nouns to adjectives, nouns to verbs. Have you prepositions in Tamil (Telugu, etc.)? A preposition comes before a noun:

'We run *in* the sports'.

'Good *for* nothing'.

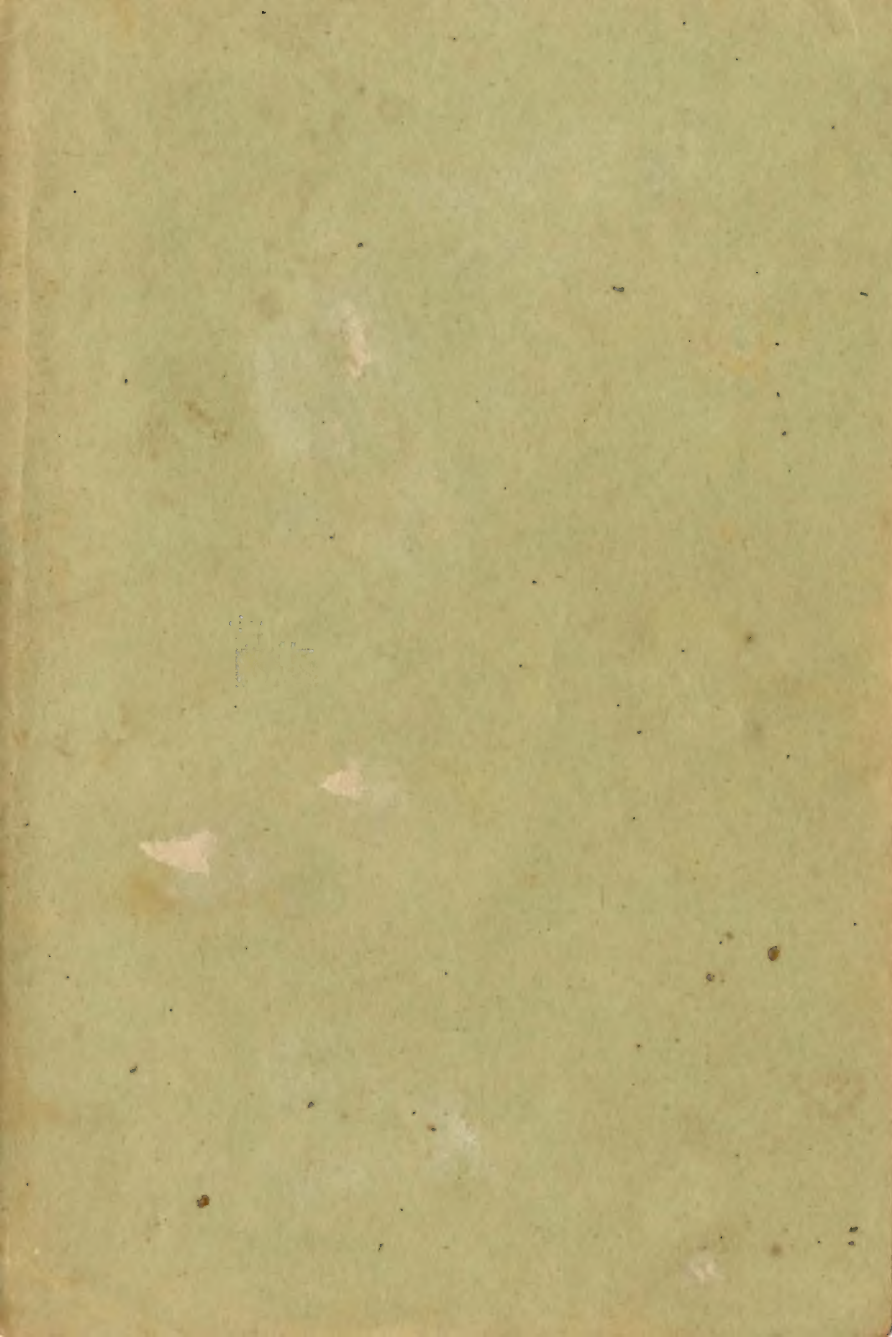
'A pair *of* compasses'.

Now, pick out the prepositions in Lesson IX of your Reader.









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